

## NORTH CENTRAL MIDDLE

805 Keys Lane

Kershaw, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	395 Students	
<b>Principal</b>	Burchell Richardson	803-424-2740
<b>Superintendent</b>	Dr. Frank E. Morgan	803-432-8416
<b>Board Chair</b>	Joseph Dorton, Jr.	803-408-2433

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

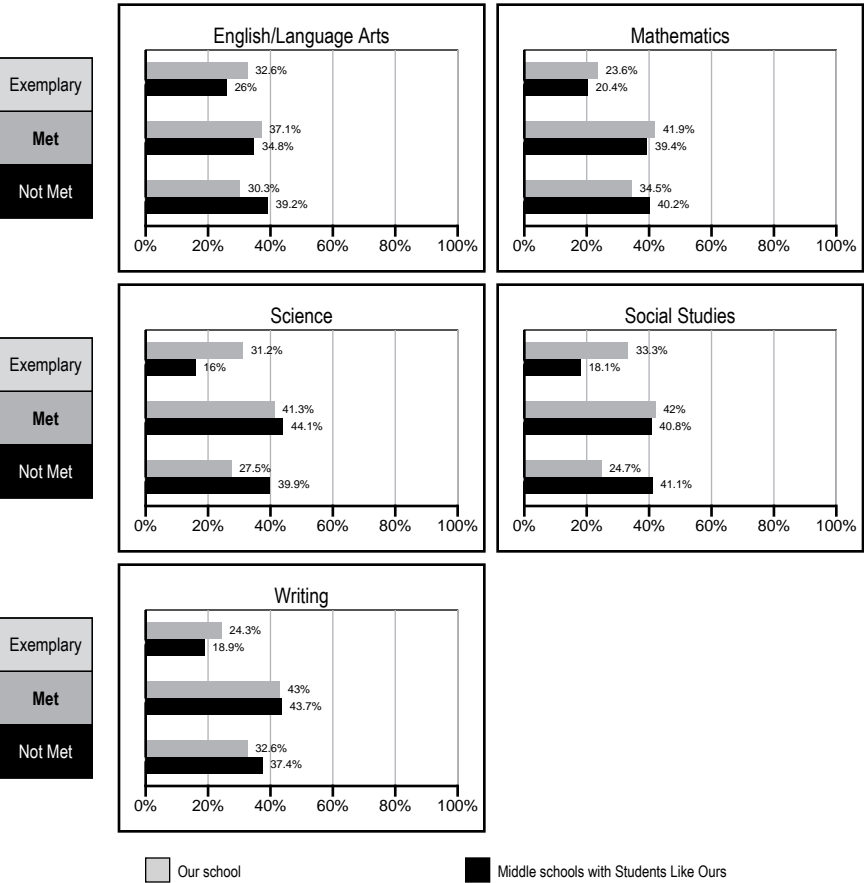
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	30	16	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	94.2%
English 1	100.0%	96.8%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	94.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=395)				
Students enrolled in high school credit courses (grades 7 & 8)	12.4%	Up from 11.5%	19.0%	24.2%
Retention rate	0.5%	Down from 1.3%	0.7%	0.7%
Attendance rate	95.4%	Up from 94.9%	95.4%	95.9%
Eligible for gifted and talented	15.7%	Up from 10.6%	11.2%	16.4%
With disabilities other than speech	10.9%	Down from 12.6%	13.8%	12.0%
Older than usual for grade	3.5%	Up from 2.9%	3.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 0.8%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	81.5%	Up from 80.6%	57.5%	58.5%
Continuing contract teachers	88.9%	Up from 83.9%	76.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.7%	4.0%
Teachers returning from previous year	83.1%	Up from 81.4%	82.6%	84.6%
Teacher attendance rate	97.5%	Up from 96.9%	94.9%	95.4%
Average teacher salary*	\$46,339	Down 1.6%	\$45,750	\$46,561
Professional development days/teacher	13.9 days	Up from 12.8 days	10.8 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.5 to 1	20.3 to 1	21.1 to 1
Prime instructional time	92.6%	Up from 91.6%	89.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 97.2%	96.7%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,618	Up 6.3%	\$8,617	\$7,802
Percent of expenditures for instruction**	64.7%	Down from 64.9%	62.3%	63.8%
Percent of expenditures for teacher salaries**	62.1%	Up from 59.3%	58.2%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This has been another good year at North Central Middle School. The school offers a safe, structured, nurturing environment that encourages excellence in achievement. We offer a challenging, relevant, and standards-driven curriculum supported by a highly effective and efficient faculty and staff.

North Central had many accomplishments for the 2009-2010 school year. One of our students was named a Junior Scholar. Students from North Central Middle School also won honors in writing contests. Our students placed in the Elks Lodge essay contest and the Daughters of the American Revolution essay contest. One of our students won the district VFW Patriot Pen essay contest and then competed in the state competition. Our school Geography Bee winner qualified for the National Geographic Society's state contest. A variety of programs were continued in order to encourage outstanding achievement which included Pride of the Principal, Patriot Pride Club, North Central's Finest, Patriot Partners, Honor Roll and Academic Award Programs.

Our theme for this year was "Readers today, Leaders tomorrow." To enhance that theme, the Drop Everything And Read (DEAR) program begins each school day. The Birthday Book program gives each and every student a book on his or her birthday in an effort to encourage pleasure reading. The library staff encourages reading through the Patriot Read program and the Accelerated Reader program. An early morning homework center and after-school program offered students opportunities to improve their academic performances.

Positive parental involvement continues to increase. Parents participated in large numbers in career conferences and Open House, as well as served in large numbers as monitors during PASS testing. Our school was awarded grants from the International Paper Company, Palmetto Pride and Office of Natural Resources. North Central was the second school in the state to become a Natural Resource School.

A majority of our faculty members hold advanced degrees, and four of our faculty members are National Board Certified. Our faculty members are highly trained to use the new technological systems available to them. Our school is completely accredited by the state and the Southern Association of Colleges and Schools (SACS).

The faculty continues to work hard on reaching PASS improvement goals. Through the use of standards-based curriculum, our faculty is determined to offer a dynamic academic program for our students. Students receive daily instruction in language arts, math, science and social studies and have the opportunity to take a variety of related arts classes each quarter. Our motto, "Best Students, Best Teachers, Best School," certainly describes North Central Middle School.

Dr. Burch Richardson, Principal  
Mrs. Lori Pate, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	121	52
Percent satisfied with learning environment	100.0%	82.5%	84.3%
Percent satisfied with social and physical environment	96.9%	87.5%	84.3%
Percent satisfied with school-home relations	75.0%	89.3%	82.7%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	383	99.5	31.9	38.6	29.5	78.4	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	209	99	35.2	32.2	32.7	72.9	83.5	80.1	N/A	N/A
Female	174	100	28.1	46.2	25.7	84.8	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	249	99.2	29.2	35.4	35.4	79.4	89.7	89.6	Yes	Yes
African American	114	100	38.2	44.5	17.3	72.7	77	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.7	I/S	I/S
Hispanic	18	100	31.3	50	18.8	100	86	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	48	97.9	82.6	15.2	2.2	34.8	52.9	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	33.3	58.3	8.3	100	84.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	282	99.3	34.8	41.1	24.1	77.8	79.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	383	99.5	36.2	43	20.8	77	82.5	80.4	Yes	Yes
<b>Gender</b>										
Male	209	99	39.2	37.2	23.6	72.9	80.5	78.4	N/A	N/A
Female	174	100	32.7	49.7	17.5	81.9	84.7	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	249	99.2	32.1	43.6	24.3	79.4	87.2	87.8	Yes	Yes
African American	114	100	48.2	40	11.8	69.1	71.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.6	93.5	I/S	I/S
Hispanic	18	100	18.8	56.3	25	93.8	81.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	48	97.9	80.4	15.2	4.3	34.8	48.3	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	16.7	58.3	25	91.7	77.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	282	99.3	39.3	44.1	16.7	75.6	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	252	100	26.9	41.6	31.4	73.1	69.5	67.3
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Gender								
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Male	139	100	28.1	31.9	40	71.9	69.4	66.9
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Female	113	100	25.5	53.6	20.9	74.5	69.6	67.7
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Racial/Ethnic Group								
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White	169	100	23.5	41.6	34.9	76.5	78.1	79.6
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African American	71	100	33.8	44.1	22.1	66.2	50.9	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	85	84.4
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Hispanic	11	100	36.4	27.3	36.4	63.6	57.6	59.4
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American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status								
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Disabled	35	100	64.7	29.4	5.9	35.3	34.6	33.8
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency								
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Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	50.5	58.6
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Socio-Economic Status								
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Subsidized meals	182	100	30.9	44.6	24.6	69.1	57.6	55.4
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**Social Studies**

All Students	249	100	24.4	42.1	33.5	75.6	73.9	70.9
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Gender								
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Male	129	100	26.2	32.8	41	73.8	74.2	70.1
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Female	120	100	22.5	51.7	25.8	77.5	73.6	71.7
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Racial/Ethnic Group								
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White	154	100	22.4	38.8	38.8	77.6	79.3	79.2
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African American	82	100	30.4	45.6	24.1	69.6	61.2	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	86.8
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Hispanic	12	100	I/S	I/S	I/S	I/S	70.5	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status								
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Disabled	27	100	N/A	N/A	N/A	29.6	40	39.3
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Migrant Status								
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency								
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Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	66.7	68
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Socio-Economic Status								
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Subsidized meals	182	100	26.1	45.5	28.4	73.9	64.2	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	384	99.7	32.4	43.2	24.4	67.6	76.2	72.1	95.4	95.5
Gender										
Male	210	100	41.8	34.8	23.4	58.2	69.6	65.2	95.2	95.4
Female	174	99.4	21.5	52.9	25.6	78.5	83.2	79.2	95.6	95.6
Racial/Ethnic Group										
White	248	99.6	29.8	42	28.2	70.2	81	80.8	94.8	95.2
African American	116	100	39.6	45	15.3	60.4	65	59.7	96.7	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	87	99.4	96.4
Hispanic	18	100	25	50	25	75	72.8	64.6	95.9	96.1
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.4	99	88.6
Disability Status										
Disabled	46	100	91.3	6.5	2.2	8.7	28.9	27.7	94.4	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	16.7	66.7	16.7	83.3	67.5	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	283	99.7	34.9	45.2	19.9	65.1	66.9	61.9	95.2	95

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	23.5	44.5	31.9	76.5
	7	133	100	31.5	41.9	26.6	68.5
	8	119	100	40.4	36.8	22.8	59.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	132	99.2	27.2	44	28.8	72.8
	7	121	99.2	27.4	40.2	32.5	72.6
	8	130	100	40.6	32	27.3	59.4

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	21	51.3	27.7	79
	7	133	100	33.1	46.8	20.2	66.9
	8	119	100	45.6	41.2	13.2	54.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	132	99.2	30.4	47.2	22.4	69.6
	7	121	99.2	37.6	40.2	22.2	62.4
	8	130	100	40.6	41.4	18	59.4

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	65	100	26.2	57.4	16.4	73.8
	7	132	100	15.4	50.4	34.1	84.6
	8	60	100	51.8	32.1	16.1	48.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	66	100	38.1	46	15.9	61.9
	7	120	100	17.1	40.2	42.7	82.9
	8	66	100	33.8	40	26.2	66.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	67	98.5	12.1	60.3	27.6	87.9
	7	132	100	42.3	33.3	24.4	57.7
	8	59	100	31	44.8	24.1	69
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	65	100	11.3	59.7	29	88.7
	7	120	100	31.6	36.8	31.6	68.4
	8	64	100	23.8	34.9	41.3	76.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	98.5	31.7	42.5	25.8	68.3
	7	134	100	28	49.6	22.4	72
	8	119	100	35.7	44.3	20	64.3
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	99.2	31	45.2	23.8	69
	7	121	100	30.5	44.1	25.4	69.5
	8	132	100	35.7	40.3	24	64.3

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample